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*Method in Education.* By RURIC N. ROARK. American Book Co.

OF the many books for teachers that have recently come from the press, *Roark's Method in Education* seems to be one of the best.

In recognition of the fact that too many teachers have had little or no professional training, the author deals with the practical side of their work in a definite and sufficiently detailed way, at the same time recognizing the psychological principles which are the basis of all correct teaching. He sets forth as the foundation of method what he believes to be well established facts of growth, based upon "a sympathetic study of normal childhood," explains briefly the meaning of each, and follows with a discussion of the general principles of method. The lesson, under three heads—assignment, preparation, and recitation—is considered at length, and in a way that must prove helpful to all teachers and invaluable to those who have not realized its importance. The value of drills and reviews is justly emphasized and the purpose of each clearly defined. School studies are discussed as to their relative values, and each is treated in detail as to subject matter, method, and results.

Mr. Roark's book is plain, direct, and usable, a genuine teacher's aid.

L. D. ELLIS

THE UNIVERSITY OF CHICAGO